**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** EN 373: American Literature IV: Modern Voices (1930-1970)

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): In rotation with the other American Literature survey courses (EN 370, EN 371, EN 372, and EN 376)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

EN 373 considers the literature of modernism and World War II, covering definitive movements from imagism to feminism, and experiments in literary form. Students will explore works by diverse authors and the relationships among the texts and between the texts and their cultural contexts.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

EN 373 requires students to read a variety of essays, poems, short stories, and novels from a range of U.S. authors writing literature of modernism and World War II, covering definitive movements from imagism to feminism, and experiments in literary form. They analyze these texts through lenses of history, form, and structure. Through these activities the students will fulfill the requirements of both Critical Thinking (analytical reading and writing) and Human Expression (research, reading, and writing about U.S. literature).

**Critical Thinking Component:**

* **Evidence:** Students are assessed on their understanding of various concepts, themes, and literary forms by responding to the reading of the texts and in class discussion. In forming a response, students should demonstrate an ability to closely read and examine texts, then provide an argument in terms of their understanding of a specific American literary text while using textual evidence as support.
* **Integrate:** Students are asked to consider their assumptions about American literature, whether those are based on personal experiences or cultural teachings (positive or negative), when reading and discussing literary texts published in the mid-20th century. They will integrate external sources (literary criticism) into their written assignments for the course. Throughout the semester, students are taught to consider how varying approaches can lead to different, often conflicting, interpretations of literature.
* **Evaluate:** Students are required to apply varying literary – critical methods in analyzing the text and draw conclusions, in terms of meaning and expression, particularly when considering audience, purpose, and technique. For example, when examining texts by authors such as Ernest Hemingway, students can apply a literary-historical lens or a feminist lens, considering how these theories add to their comprehension of mid-20th century American literature and the experiences of people in the United States.

**Human Expression Component:**

* **Knowledge of Aesthetic Role:** Students will demonstrate their understanding of the role of aesthetic in the human experience by incorporating evidence of literary expression, for example in discussions or forum postings and/or analytical essays. Considerations of race, gender, and socioeconomic position will be discussed in class or in postings. Likewise, students will examine how literary texts from 1930-1970 present concepts of beauty, art, and taste in America.
* **Innovative Thinking: For this** outcome dimension, students will construct and share questions expressing creativity and experience in class discussions and/or postings. For example, in reading a text such as *The Left Hand of Darkness,* students will consider how the author’s presentation of a society with varying sex roles and genders obfuscates or complements traditional roles for men and women and trans\* individuals in American society.
* **Acknowledges Contradictions:** For thisoutcome dimension, students will demonstrate consideration of conflicting explications of American writings from the thirties, forties, fifties, and sixties in their written analyses of texts.
* **The following are examples of various means of assessment for both Critical Thinking and Human Expression:**
  + **Discussion question responses and/or quizzes:** Students will respond to prompts on assigned readings, focusing on textual analysis and their impressions of a given book, narrative, or passage. By means of this assessment, students will display their working knowledge of concepts, themes, and terminology relevant to the discussion of American literature.
  + **Essays and/or written exam questions:** Essays and/or written exam questions may be assigned covering a number of different topics, along with varying approaches to American literature from 1930-1970. For example, the student may be assigned to examine a text such as *A Raisin in the Sun* and use research to make an assertion about its depiction of African American experiences. Again, to be successful, students must demonstrate a working knowledge of literary forms, concepts, themes, and terminology, but also their competence in written expression, their ability to scrutinize texts, and how they apply textual evidence to support their arguments.

C. Describe the target audience (level, student groups, etc.)

Any student of Sophomore standing who has passed through “EN 211” with a grade of C or higher.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

EN 373 fulfills major and minor requirements and has functioned to fulfill the division II Liberal Studies requirement.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Quality of information will be assessed through, most importantly, evidence-based writing assignments, as well as through other classroom activities, which may include presentations, creative work, or tests.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | The ability to integrate insight and modes of reasoning will be assessed, most importantly, through the writing assignments indicated above, as well as through in-class activities such as presentations, discussion or group work.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | The ability to evaluate information and ideas, in accordance with research and analysis principles established, will be assessed, most importantly, through the writing assignments indicated above, as well as through other classroom activities, which may include presentations or tests.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Students will demonstrate comprehension of the role of the aesthetic in human experience by engaging with U.S. literature from 1930-1970 in a variety of ways, including analytical essays, presentations, discussions, and/or exams.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | Students will demonstrate innovative thinking by applying core concepts from lectures and readings to primary texts through analytical essays, presentations, exams, and/or creative assignments.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | Students will integrate alternate interpretations or contradictory perspectives and ideas through class discussions and group work, as well as through analytical essays and/or exams.  **Frequency:** at least 2 times  **Overall Grading Weight:** 20%-40%  We expect a 75-80% proficiency rate because this is an upper-level class. |